DOCUMENT RESUME

ED 339 626 SO 021 301

AUTHOR Lynn, Karen
TITLE Teaching with Documents: A Bibliography.
PUB DATE 91
NOTE 21p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Government Publications; Primary Sources; Research Tools; *Resource Materials; Social Studies
IDENTIFIERS National Archives and Records Administration; SIRS Inc

ABSTRACT

This bibliography of government documents for use in classroom instruction is meant to aid teachers and students, from upper elementary through secondary levels, in identifying resources from two primary providers: National Archives and Records Administration and the publishing company SIRS, Inc. The bibliographic entries point to documents that support instructional units in U.S. government and history, sociology, world history, as well as sources that lead to teacher inservicing. The bibliography is intended to be a diversified one, in that samples are chosen from both governmental and commercial sources. The following categories of entries are included: teaching aids; guides and indexes; microfilm catalogs; reference information papers; inventories and preliminary inventories by number; special lists by number; inventories, preliminary inventories, and special lists by record groups; guides to foreign records; special cartographic catalogs; select audiovisual records; office of presidential libraries; office of federal register; national historic publications and records commission; and national audiovisual center. An appendix contains the Plessy v. Ferguson mandate, and "Out of Fear and Into Peace," President Eisenhower's address to the United Nations. (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339626

TEACHING WITH DOCUMENTS
A
BIBLIOGRAPHY

Designed for and applied to social studies
and media classroom activities

by

Karen Lynn, BA, MEd, EdS, PhD

Residence: 227-202 Lakeside Drive
Greenbelt, MD 20770
301-345-2422

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
KAREN LYNN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

So 021 301

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
I. Teaching With Documents	1
II. User Group	1
III. Bibliography	1
IV. Summary	2
Bibliography	1 - 7
Teaching Aids	1
Guides and Indexes	2
Microfilm Catalogs	2
Reference Information Papers	3
Inventories and Preliminary Inventories by Number	3
Special Lists by Number	4
Inventories, Preliminary Inventories, and Special Lists by Record Group	4
Guides to Foreign Records	5
Special Cartographic Catalogs	5
Select Audiovisual Records	6
Office of Presidential Libraries	6
Office of the Federal Register	6
National Historical Publications and Records Commission	7
National Audiovisual Center	7
Appendix	
Plessy v. Ferguson Mandate	

"Out of Fear and Into Peace": President Eisenhower's Address
to the United Nations

I. Teaching With Documents

Teachers of history, geography, government, civics, sociology, psychology, economics, American studies, literature, and the humanities can use government documents as a primary source in the instruction of key social and political issues, identifying governmental, political, and public attitudinal responses to these issues.

By students using documents, they can relate to history in a personal manner, with the students recognizing that a document writer is reflecting a personal interpretation of the time and event; that they also may actively participate in the political process through their own interpretation of documental information, i.e., the development of critical thinking skills through identification of fact and bias, weighing evidence in the determination of the reliability of the source, and then drawing inferences or conclusions from that documental information.

II. User Group

The user group for this bibliography is teachers of the social sciences and humanities, from upper elementary through secondary levels, their students, and school librarians.

III. Bibliography

This bibliography will list materials suitable for classroom instruction in the social sciences and the humanities as avail-

able through two major contacts:

National Archives and Records Administration
7th and Pennsylvania Avenue
Washington, DC 20408

SIRS, Inc.
PO Box 2348
Boca Raton, FL 33427-2348
1-800-232-7477

IV. Summary

This bibliography of government documents for use in classroom instruction is meant to aid the teacher and student, from upper elementary through secondary levels, in identifying resources from two primary providers, National Archives and Records Administration and the publishing company SIRS, Inc.

The bibliographic entries point to documents which support instructional units in U.S. government and history, sociology, world history, as well as, sources which lead to teacher inservicing.

This bibliography is a diversified one, in that samples are chosen from both governmental and commercial sources.

BIBLIOGRAPHY

Teaching Aids:

Charters of freedom: The Declaration of Independence, The Constitution, The Bill of Rights.

A booklet with brief historical notes (1$, National Archives)

Prologue: quarterly of the National Archives.

Informative articles about American history in each issue; one year cost is 12$ from the National Archives.

The Constitution of the United States of America.

Pocket-sized booklet with text of Constitution ($1.50, National Archives).

1989. Teaching with documents.

A collection of articles from Social Education (National Council for the Social Studies).

1987. The man behind the quill: Jacob Shallus, Calligrapher of the United States Constitution.

A biography by Arthur Plotnik, about the person who penned the Constitution.

1986. Milestone Documents.

An ongoing series of booklets on specific documents, i.e., Washington's Inaugural Address of 1789, The Great Seal of the United States, The Louisiana Purchase, Patent Drawings, Franklin D. Roosevelt's Inaugural Address of 1933, The Cuban Missile Crisis: Kennedy's Address to the Nation.

Each booklet cost is $2.50.

1986. Bloom, Sol. The story of the Constitution.

First published in 1937. Relates the origins of the U.S. and its Constitution.

1976. Framers of the Constitution. (Edited by James H. Charleton, Robert G. Ferris, and Mary C. Ryan)

Essays on the 16 delegates who contributed to the creation of the Constitution, but did not sign it.

1976. The written word endures: milestone documents of American history.

Each chapter features a document.

All of the above can be purchased through this contact address:

National Archives Trust Fund, NEPS, PO Box 100793, Atlanta, GA 30384.

The following teaching units can be purchased from SIRS, Inc., PO Box 2348, Boca Raton, FL 33427-2348, at 40$ each, containing 50 documental reproductions:

The Bill of Rights
The Constitution: Evolution of a Government
The Civil War: Soldiers and Civilians
The Progressive Years, 1898-1917
World War I -- The Home Front
The Truman Years: 1945-1953
Peace and Prosperity: 1953-1961

Guides and Indexes:

Each of the following provides teachers and students with descriptions of records relating to a single subject, available through the National Archives:

Black History: A Guide to Civilian Records in the National Archives (1984)

Civil War Maps in the National Archives (1986)

Documenting Alaskan History: Guide to Federal Archives Relating to Alaska (1982)

Guide to Materials on Latin America in the National Archives of the United States (1988)

Guide to Pre-Federal Records in the National Archives (1989)

Handbook of Federal World War Agencies and Their Records 1917-21 (1943)

Military Operations of the Civil War: A Guide-Index to the Official Records of the Union and Confederate Armies, 1861-65 (1966-80)

Microfilm Catalogs:

National Archive microfilm publications relate to subjects of high research interest, containing detailed descriptions of the records and roll-by-roll listing for each publication. The following are examples from the Publications Services Branch (NEPS):

American Indians: A Select Catalog of National Archives Microfilm Publications (1984)

Diplomatic Records: A Select Catalog of National Archives Microfilm Publications (1986)

Federal Court Records: A Select Catalog of National Archives Microfilm Publications (1987)

Military Service Records : A Select Catalog of National Archives Microfilm Publications (1985)

Reference Information Papers:

The above papers describe National Archives materials on specific topics. Examples from the record group include:

The Russian Empire and the Soviet Union (1952)

National Crime Reporting, 1930-1967 by Dorothy Gersack (1973)

Statistical Records Concerning National Forest Timber Sales, 1908-37 by Harold T. Pinkett (1973)

Audiovisual Records in the National Archives of the United States Relating to World War II (1974)

Records and Policies of the Post Office Department Relating to Place-Names (1975)

Records in the National Archives Relating to the Early Involvement of the U.S. Government in Data Processing, 1880's to 1950's (1988)

[Note: I would not recommend this record group as being pertinent to the user group describe in this project paper, as the material is either dated or too specific.]

Inventories and Preliminary Inventories by Number:

The following are examples of records and histories of agencies included in this grouping:

2. Records of the United States Marine Corps (1970)

5. Records of the President's Commission on the Assassination of President Kennedy (1973)

11. Records of the United States Naval Academy (1975)

(Preliminaries):

10. Records of the Bureau of Yards and Docks (1948)

18. Records of the Forest Service (1969)

25. Records of the Office of War Mobilization and Reconversion (1951)

27. Records of the Selective Service System, 1940-1947 (1951)

54. Records of the Office of Censorship (1953)

59. Records of Certain Committees of the Senate Investigating the Disposal of Surplus Property, 1945-48 (1953)

70. Records of the Select Committee of the House of Representatives on Post-War Military Policy, 1944-46 (1954)

80. Records of the Military Affairs Committee of the House of Representatives Relating to an Investigation of the War Department, 1934-36 (1955)

84. Records of the Select Committee of the House of Representatives to Investigate Acts of Executive Agencies Beyond the Scope of Their Authority, 1943-46 (1955)

115. Records of the Foreign Broadcast Intelligence Service (1959)

127. Records of the Headquarters, United Nations Command (1960)

135. Records Relating to Civil War Claims, United States and Great Britain (1962)

144. War Department Collection of Revolutionary War Records (1970)

163. Records of the Bureau of Indian Affairs (1965)

193. Records of St. Elizabeths Hospital (1981)

Special lists by Number:

These present information at the level of individual record items.

7. Documents Relating to Special Agents of the Department of State, 1789-1906 (1951)

36. List of Black Servicemen Compiled From the War Department Collection of Revolutionary War Records (1974)

42. War Crimes Trials, Records of Case 9, United States of America v. Otto Ohlendorf et al. Nuernberg (1978)

Inventories, Preliminary Inventories, and Special Lists by Record Group :

Record Group (RG) title numbers range from 1 - 418. Examples of RGs follow :

19 Bureau of Ships

46 United States Senate

58 Internal Revenue Service

75 Bureau of Indian Affairs

93 War Department Collection of Revolutionary War Records

105 Bureau of Refugees, Freedmen, and Abandoned Lands

127 U.S. Marine Corps

140 Military Government of Cuba

147 Selective Service System, 1940

185 Panama Canal

208 Office of War Information

215 Office of Censorship

233 United States House of Representatives

238 National Archives Collection of World War II War Crimes Records

243 United States Strategic Bombing Survey

262 Foreign Broadcast Intelligence Service

267 Supreme Court of the United States

333 International Military Agencies

418 St. Elizabeths Hospital

Guides To Foreign Records (RG 242):

These records refer to those of the German Foreign Ministry and the Reich's Chancellery covering the Weimar Period and to captured German documents: (examples follow)

33. Records of the Reich Leader of the SS and Chief of the German Police, Pt. 1 (1961)

40-70. Records of German Field Commands

82. Records of Headquarters, German Army High Command (1982)

Special Cartographic Catalogs:

Example: Federal Exploration of the American West Before 1880 (1963)

Select Audiovisual Records:

Examples:

Captured German Sound Recordings (1977)

Photographs of Indians in the United States (1977)

Pictures of the Civil War (1981)

Pictures of the Revolutionary War (1972)

Office of Presidential Libraries:

A Guide to Manuscripts in the Presidential Libraries (1985) can be purchased from the Publications Services Branch of the National Archives or one may write directly to the following libraries:

Herbert Hoover Library
PO Box 488
West Branch, IA 52358

Franklin D. Roosevelt Library
259 Albany Post Road
Hyde Park, NY 12538

Harry S. Truman Library
Independence, MO 64050

Dwight D. Eisenhower Library
Abilene, KS 67410

John F. Kennedy Library
Columbia Point
Boston, MA 02125

Lyndon Baines Johnson Library
2313 Red River Street
Austin, TX 78705

Gerald R. Ford Library
1000 Beal Avenue
Ann Arbor, MI 49109

Office of the Federal Register:

To request publications from this office (i.e., Federal Register Index, The Federal Register: What it is and How to Use it. A Guide for the User of the Federal Register/Code of Federal Regulations, Public Papers of the Presidents of the United States. Annual Volumes for 1929, 1930, and 1945 through 1986), contact the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

National Historical Publications and Records Commission:

Write to the NHPRC, Washington, DC 20408 for the following:

Directory of Archives and Manuscript Repositories in the United States (1988)

Fellowships in Archival Administration: Information and Application Forms

Fellowships in Historical Editing: Information and Application Form

Historical Documentary Editions for Research and Teaching (1988)

National Audiovisual Center:

For various catalogs and listings of audiovisual materials by subject, write the Center, Order Section, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701

APPENDIX

Examples of documents used in teaching:

1. Plessy v. Ferguson Mandate

2. "Out of Fear and into Peace": President Eisenhower's Address to the United Nations

Plessy v. Ferguson Mandate

Jean West Mueller and Wynell Burroughs Schamel

During the era of Reconstruction, black Americans' political rights were affirmed by three constitutional amendments and numerous laws passed by Congress. Racial discrimination was attacked on a particularly broad front by the Civil Rights Act of 1875. This legislation made it a crime for an individual to deny "the full and equal enjoyment of any of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color."

In 1883, the Supreme Court struck down the 1875 act, ruling that the Fourteenth Amendment did not give Congress authority to prevent discrimination by private individuals. Victims of racial discrimination were told to seek relief not from the federal government, but from the states. Unfortunately, state governments were passing legislation that codified inequality between the races. Laws requiring the establishment of separate schools for children of each race were most common; however, segregation was soon extended to encompass most public and semipublic facilities.

Beginning with passage of an 1887 Florida law, states began to require that railroads furnish separate accommodations for each race. These measures were unpopular with the railway companies that bore the expense of adding Jim Crow cars. Segregation of the railroads was even more objectionable to black citizens who saw it as a further step toward the total repudiation of three constitutional amendments. When such a bill was proposed before the Louisiana legislature in 1890, the articulate black community of New Orleans protested vigorously. Nonetheless, despite the presence of 16 black legislators in the state assembly, the law was passed. It required either separate passenger coaches or partitioned coaches to provide segregated accommodations for each race. Passengers were required to sit in the appropriate areas or face a $25 fine or a 20-day jail sentence. Black nurses attending white children were permitted to ride in white compartments, however.

In 1891, a group of concerned young black men of New Orleans formed the "Citizens' Committee to Test the Constitutionality of the Separate Car Law." They raised money and engaged Albion W. Tourgée, a prominent Radical Republican author and politician, as their lawyer. On May 15, 1892, the Louisiana State Supreme Court decided in favor of the Pullman Company's claim that the law was unconstitutional as it applied to interstate travel. Encouraged, the committee decided to press a test case on intrastate travel. With the cooperation of the East Louisiana Railroad, on June 7, 1892, Homer Plessy, a mulatto (7/8 white), seated himself in a white compartment, was challenged by the conductor, and was arrested and charged with violating the state law. In the Criminal District Court for the Parish of Orleans, Tourgée argued that the law requiring "separate but equal accommodations" was unconstitutional. When Judge John H. Ferguson ruled against him, Plessy applied to the State Supreme Court for a writ of prohibition and certiorari. Although the court upheld the state law, it granted Plessy's petition for a writ of error that would enable him to appeal the case to the Supreme Court.

In 1896, the Supreme Court issued its decision in *Plessy v. Ferguson*. Justice Henry Brown of Michigan delivered the majority opinion, which sustained the constitutionality of Louisiana's Jim Crow law. In part, he said:

> We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. . . .The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured except by an enforced commingling of the two races. . . .If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

In a powerful dissent, conservative Kentuckian John Marshall Harlan wrote:

> I am of the opinion that the statute of Louisiana is inconsistent with the personal liberty of citizens, white and black, in that State, and hostile to both the spirit and the letter of the Constitution of the United States. If laws of like character should be enacted in the several States of the Union, the effect would be in the highest degree mischievous. Slavery as an institution tolerated by law would, it is true, have disappeared from our country, but there would remain a power in the States, by sinister legislation, to interfere with the blessings of freedom; to regulate civil rights common to all citizens, upon the basis of race; and to place in a condition of legal inferiority a large body of American citizens, now constituting a part of the political community, called the people of the United States, for whom and by whom, through representatives, our government is administered. Such a system is inconsistent with the guarantee given by the Constitution to each State of a republican form of government, and may be stricken down by congressional action, or by the courts in the discharge of their solemn duty to maintain the supreme law of the land, anything in the Constitution or laws of any State to the contrary notwithstanding.

Indeed, it was through the Supreme Court's decision in *Brown v. Board of Education of Topeka, Kansas* and congressional civil rights acts of the 1950s and 1960s that systemic segregation under state law was ended. In the wake of those federal actions, many states amended or rewrote their state constitutions to conform with the spirit of the Fourteenth Amendment. But for Homer Plessy the remedies came too late. The document shown is the mandate (order) of the Supreme Court to the Louisiana

Supreme Court to deny Plessy's request to overturn the law and to order him to bear the cost of the suit. It is part of the Records of the Supreme Court, RG 267, *Plessy v. Ferguson*, 163, #15248.

Teaching Suggestions

Interpreting the Document

1. Students should review what their textbooks have to say about *Plessy v. Ferguson*. Supplement the text with information from the preceding note to the teacher.

2. Review the definitions of the following words before reading the document:

- petitioner (n)—person making a written request or plea in which a specific court action is asked for
- respondent (n)—a defendant
- writ (n)—formal legal document ordering or prohibiting some action
- relator (n)—person at whose prompting or complaint a case is begun
- mandate (n)—an order from a higher court or official to a lower court
- writ of prohibition (n)—an order forbidding something to be done
- writ of certiorari (n)—an order from a higher court to a lower court requesting the record of a case for review

3. Words from the vocabulary list above have been scrambled. As the students unscramble each word, one letter will fall into a circled space. Students should take the letters in the circled spaces and unscramble the word they form to find the answer to the problem.

The dissenting opinion in *Plessy v. Ferguson* was written by Mr. Justice _ _ _ _ _ _.

a. Tralore a. _ _ Θ _ _ _ _
b. Fricawrtoortieri b. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Θ _ _ (3 words)
c. Potinretie c. _ _ _ _ _ _ _ _ _ _ Θ
d. Dronspeten d. _ _ _ _ _ _ _ _ Θ _
e. Natamed e. _ _ _ _ Θ _ _
f. Thifribitooniworp f. _ _ _ _ _ _ _ Θ _ _ _ _ _ _ _ _ _ (3 words)

KEY: a. relator b. writ of certiorari c. petitioner d. respondent e. mandat_ f. writ of prohibition
L A R N A H = Harlan

4. Present the document to students and ask them to read it and answer the following questions:

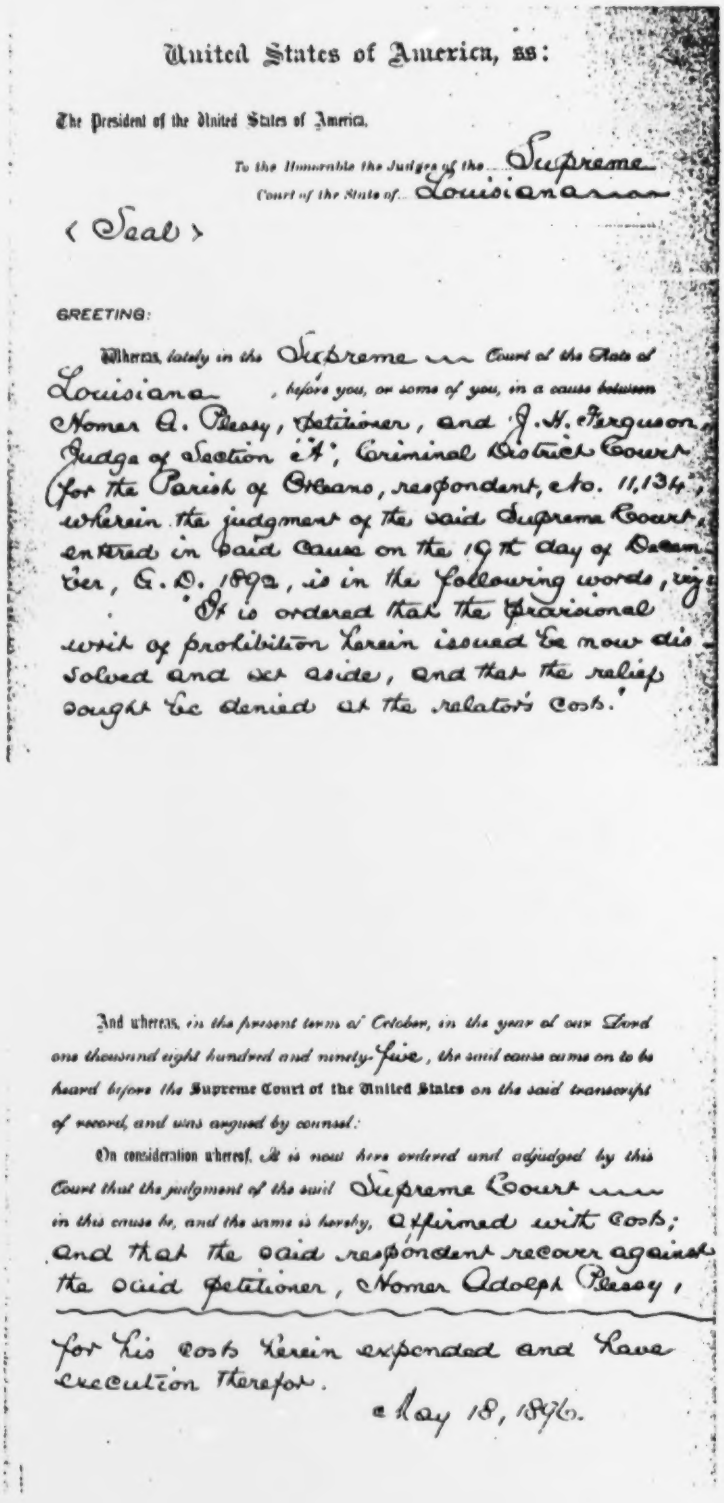
a. Who sent the mandate? Who received it?

b. Who were the two parties in the case?

c. In whose favor had the Louisiana Supreme Court decided in December 1892?

d. What did the U.S. Supreme Court decide about the Louisiana Supreme Court's judgment? When?

e. Which party won the case? Which party had to pay the costs of the case?



United States of America, ss:

The President of the United States of America,

To the Honorable the Judges of the Supreme Court of the State of Louisiana

(Seal)

GREETING:

Whereas, lately in the Supreme Court of the State of Louisiana, before you, or some of you, in a cause between Homer A. Plessy, petitioner, and J. H. Ferguson, Judge of Section "A", Criminal District Court for the Parish of Orleans, respondent, etc. 11,134, wherein the judgment of the said Supreme Court, entered in said cause on the 19th day of December, A. D. 1892, is in the following words, viz:

"It is ordered that the provisional writ of prohibition herein issued be now dissolved and set aside, and that the relief sought be denied at the relator's costs."

And whereas, in the present term of October, in the year of our Lord one thousand eight hundred and ninety-five, the said cause came on to be heard before the Supreme Court of the United States on the said transcript of record, and was argued by counsel:

On consideration whereof, It is now here ordered and adjudged by this Court that the judgment of the said Supreme Court in this cause be, and the same is hereby, affirmed with costs; and that the said respondent recover against the said petitioner, Homer Adolph Plessy, for his costs herein expended and have execution therefor.

May 18, 1896.

BEST COPY AVAILABLE

Related Topics and Questions for Research and Reports

1. Instruct students to prepare a time line of significant legislation and events during Reconstruction from the end of the Civil War to the 1883 decision.

2. Justice Henry Brown, who wrote the majority opinion in *Plessy v. Ferguson*, warned that legislation would fail to end social prejudice. Ask students to research civil rights legislation adopted in the 1950s and 1960s and develop a position paper in which they either affirm or dispute Justice Brown's assertion.

3. Ask students to conduct independent research and make reports on the following topics.

a. The opinions and lives of Justice Brown and Justice Harlan offer an interesting study in contrasts. Provide a thumbnail biographical sketch about each man, then ask students to read the passages given in the note from the judges' *Plessy v. Ferguson* opinions and to infer which justice wrote each opinion. Have students account for why their inferences were correct or incorrect. Ask students to read the entire decision, then to summarize the main points of Brown's opinion and Harlan's dissent.

b. *Plessy v. Ferguson* upheld segregation only in the use of railroad coaches. Subsequent Supreme Court decisions upheld segregation in other areas as well: *Berea College v. Kentucky*, 211 U.S. 45 (1908); *Cumming v. County Board of Education*, 175 U.S. 528 (1899); *Gong Lum v. Rice*, 275 U.S. 78 (1927); *McCabe v. Atchison, T. & S. F. Ry. Co.*, 235 U.S. 151 (1914); *Missouri ex rel, Gaines v. Canada*, 305 U.S. 337 (1948); *Sipuel v. University of Oklahoma*, 332 U.S. 631 (1948); *McLaurin v. Oklahoma State Regents*, 339 U.S. 637 (1950); *Henderson v. United States*, 339 U.S. 816 (1950); *Allston v. School Board of the City of Norfolk*, 112 Fed. 2d 992 (1940); *Sweatt v. Painter*, 339 U.S. 629 (1950). However, beginning with the 1914 McCabe case, the Supreme Court began to apply more rigid standards of equality under segregation. Ask students to investigate the circumstances that led to these cases, the arguments presented by each side, and the main points of the Supreme Courts opinion and dissent, where applicable.

c. *Brown v. Board of Education of Topeka* overturned *Plessy v. Ferguson*. Ask students to investigate the circumstances that led to this landmark case, the arguments presented by each side in the case, and the main points brought out in Chief Justice Warren's opinion, the single opinion of a unanimous court.

Jean West Mueller and Wynell Burroughs Schamel, education specialists at the Education Branch, National Archives and Records Administration, serve as editors for "Teaching with Documents," a regular department of Social Education. You may reproduce the documents shown here in any quantity. For more information on teaching materials, workshops, and other training programs, write Education Branch, NARA, Washington, DC 20408, or phone (202) 523-3347

Coaching Athletics

continued from page 119

coaching and teaching, or other variables of a causal nature. Studying the effects of differing coaching assignments, such as head coach of a major sport or assistant coach of a minor sport, may show differing degrees of influence on these variables. It may be that more positive effects from coaching will emerge to offset these present findings.

As the demand for coaches increases, schools should carefully examine the effect of requiring that teachers assume coaching duties—or at least of having unwritten expectations that they will do so. This research suggests that for social studies teachers such a practice may result in less desirable classroom environments and may be detrimental to the social studies program.

References

Chavez, R.C. 1984. "The Use of High-Inference Measures to Study Classroom Climates: A Review." *Review of Educational Research* 54: 237–61.

Durbin, B.B. 1986. "High School Athletics: A Valuable Educational Experience." *NASSP Bulletin* 70: 32–34.

Fouts, J.T. 1987. "High School Social Studies Classroom Environments and Attitudes: A Cluster Analysis Approach." *Theory and Research in Social Education* 15: 105–14.

Moos, R.H., and E.J. Trickett, 1974. *Classroom Environment Scale: Manual and Form R*. Palo Alto, California: Consulting Psychologists Press, Inc.

Murray, H.A. 1938. *Explorations in Personality*. New York: Oxford University Press.

Odenkirk, J.E. 1986. "High School Athletics and the Shortage of Qualified Coaches: An Enigma for the Public Schools. *The Physical Educator* 43: 82–85.

Schug, M.C., R.J. Todd, and R. Berry, 1984. "Why Kids Don't Like Social Studies." *Social Education* 48: 382–87.

Shaughnessy, J., and T.M. Haladyna, 1985. "Research on Student Attitude toward Social Studies. *Social Education* 49: 692–95.

Shaughnessy, J., T.M. Haladyna, and A. Redsun, 1982. "Correlates of Attitudes toward Social Studies." *Theory and Research in Social Education* 10: 1–26.

Soltz, D.F. 1986. "Athletics and Academic Achievement: What Is the Relationship?" *NASSP Bulletin* 70: 20–24.

Welkowitz, J., R.B. Ewen, and J. Cohen, 1982. *Introductory Statistics for the Behavioral Sciences*, 3d ed. New York: Harcourt, Brace, Jovanovich.

Appendix

Statistical results using coaching status as the independent variable: Age, $t(45) = 1.30$, $p > .20$; years of teaching experience, $t(45) = .01$, $p > .99$; class size, $t(45) = .99$, $p > .32$; relationship dimension, Wilks' lambda, $F(3, 43) = 1.17$, $p > .33$; the personal development dimension, Wilks' lambda, $F(3, 43) = 1.62$, $p > .20$; system maintenance dimension, Wilks' lambda, $F(3, 43) = 1.02$, $p > .39$; and system change dimension and the subscale innovation, $t(45) = 2.68$, $p < .02$.

Statistical results for the three groups of classrooms categorized by amount of teacher coaching: Teacher age, $F(2, 44) = .84$, $p > .43$; years of teaching experience, $F(2, 44) = .08$, $p > .92$; class size, $F(2, 44) = 1.38$, $p > .26$; relationship dimension, Wilks' lambda, $F(6, 84) = 1.18$, $p > .32$; personal development dimension, Wilks' lambda, $F(6, 84) = 1.15$, $p > .33$; system maintenance dimension, Wilks' lambda, $F(6, 84) = 1.48$, $p > .19$; and system change dimension and innovation scale ANOVA, $F(2, 44) = 3.79$, $p = .03$, with none of the Scheffé pairwise mean comparisons statistically significant at the .05 level. □

Jeffrey T. Fouts is a former secondary teacher and coach. He is currently Associate Dean in the School of Education, Seattle Pacific University of Seattle, Washington.

ADVERTISING DIRECTORY

American University	134
Brown Publishing	87
C-Span	113
Chevron	96
Close Up Foundation	91
Corporation for Public Broadcasting	103
Facts on File	92
Geo-Soft	132
Houghton Mifflin	123
McDougal, Littell & Company	82, 135
Merrill Publishing	C/2-77, 78, C/4
Minnesota Educational Computer Corporation	104
National Council for the Social Studies	130
NewsCurrents	C/3
Scott, Foresman & Company	81
South-Western Publishing Company	133
Tom Snyder Productions	132
Travelearn	134
Wadsworth, Inc.	84
WETA	89

TEACHING WITH DOCUMENTS
Jean West Mueller and Wynell Burroughs Schamel

"Out of Fear and into Peace"
President Eisenhower's Address to the United Nations

According to one of President Dwight D. Eisenhower's biographers, Stephen E. Ambrose, President Eisenhower's proposal of "Atoms for Peace" made to the United Nations General Assembly on December 8, 1953, was "the most generous and most serious offer on controlling the arms race ever made by an American President." The immediate response in the UN audience to Eisenhower's surprising proposal in the UN assembly was complete silence, followed by rousing cheers. The long-range response was not as encouraging.

In the proposal, Eisenhower cited a UN resolution of November 18, 1953, "that the Disarmament Commission study the desirability of establishing a subcommittee consisting of representatives of the powers principally involved, which should seek in private an acceptable solution. . .and report on such a solution to the General Assembly and to the Security Council not later than 1 September 1954." He then proposed that the governments principally involved (the United States, Great Britain, Canada, and the Soviet Union) stockpile normal uranium and fissionable materials and that an International Atomic Energy Agency be set up under the aegis of the United Nations. The International Atomic Energy Agency would impound, store, and protect the materials and devise methods for allocating them for such peaceful pursuits as agriculture, medicine, and electrical energy.

This month's featured document is the

.12
8

An Address by
Dwight D. Eisenhower
President of the United States

before

The General Assembly
of the United Nations
December 8, 1953

Department of State

MADAME PRESIDENT, MEMBERS OF THE GENERAL ASSEMBLY:

When Secretary General Hammarskjold's invitation to address this General Assembly reached me in Bermuda, I was just beginning a series of conferences with the Prime Ministers and Foreign Ministers of Great Britain and of France. Our subject was some of the problems that beset our world.

During the remainder of the Bermuda Conference, I had constantly in mind that ahead of me lay a great honor. That honor is mine today as I stand here, privileged to address the General Assembly of the United Nations.

At the same time that I appreciate the distinction of addressing you, I have a sense of exhilaration as I look upon this Assembly.

Never before in history has so much hope for so many people been gathered together in a single organization. Your deliberations and decisions during these somber years have already realized part of those hopes.

But the great tests and the great accomplishments still lie ahead. And in the confident expectation of those accomplishments, I would use the office which, for the time being, I hold, to assure you that the Gov-

082836°—53

first seven pages of Eisenhower's address to the United Nations General Assembly on December 8, 1953, as printed by the Department of State. It is part of the holdings of the National Archives, Publications of the United States Government, RG 287, (S 1.71:85) and the Dwight D. Eisenhower Presidential Library.

Eisenhower begins the speech with praise for the United Nations and introduces a theme of hope, which he uses throughout the address. In a "new language"—"the language of atomic warfare," he outlines pertinent data about atomic development and military buildup, and he candidly discusses the danger and fear in the world resulting from such a buildup of atomic power. Unwilling to accept a description of the world doomed to annihilation and destruction, Eisenhower appeals to "mankind's never-ending quest for peace, and mankind's God-given capacity to build."

Affirming the willingness of the United States to meet at the conference table, Eisenhower expresses the hope that such meetings will "eventually bring about a free intermingling of the peoples of the East and of the West." The President refers to the record of "deeds of peace" by nations of the West, then declares U.S. willingness to explore a new avenue of peace.

Eisenhower then makes his dramatic proposal for joint atomic contributions for peaceful pursuits, listing the advantages of such a plan as encouraging worldwide investigation into peacetime uses of fissionable material, diminishing the destructive stockpiles, focusing attention of all peoples on human aspirations rather than on military buildup, and opening a new channel for peaceful discussion.

He concludes the speech with a pledge that the United States will "devote its entire heart and mind to find the way by which the miraculous inventiveness of man shall not be dedicated to his death, but consecrated to his life."

In the days following the speech, there was no substantive reaction from the Soviet Union. In fact, the International Atomic Energy Agency was not even created until 1957. Ambrose echoed a widely held opinion, "A great opportunity was lost!"

As a second effort, during the Geneva summit meeting of July 18-23, 1955, Eisenhower presented another Atoms for Peace plan, along with proposals for cultural exchanges and an "Open Skies" plan for mutual aerial inspection to guarantee

ernment of the United States will remain steadfast in its support of this body. This we shall do in the conviction that you will provide a great share of the wisdom, the courage, and the faith which can bring to this world lasting peace for all nations, and happiness and well being for all men.

Clearly, it would not be fitting for me to take this occasion to present to you a unilateral American report on Bermuda. Nevertheless, I assure you that in our deliberations on that lovely island we sought to invoke those same great concepts of universal peace and human dignity which are so cleanly etched in your Charter.

Neither would it be a measure of this great opportunity merely to recite, however hopefully, pious platitudes.

A Danger Shared by All

I therefore decided that this occasion warranted my saying to you some of the things that have been on the minds and hearts of my legislative and executive associates and on mine for a great many months—thoughts I had originally planned to say primarily to the American people.

I know that the American people share my deep belief that if a danger exists in the world, it is a danger shared by all—and equally, that if hope exists in the mind of one nation, that hope should be shared by all.

Finally, if there is to be advanced any proposal designed to ease even by the smallest measure the tensions of today's world, what more appropriate audience could there be than the members of the General Assembly of the United Nations?

I feel impelled to speak today in a language that in a sense is new—one which I, who have spent so much of my life in the military profession, would have preferred never to use.

That new language is the language of atomic warfare.

The atomic age has moved forward at such a pace that every citizen of the world should have some comprehension, at least in comparative terms, of the extent of this development, of the utmost significance to every one of us. Clearly, if the peoples of the world are to conduct an intelligent search for peace, they must be armed with the significant facts of today's existence.

My recital of atomic danger and power is necessarily stated in United States terms, for these are the only incontrovertible facts that I know. I need hardly point out to this Assembly, however, that this subject is global, not merely national in character.

The Fearful Potentials

On July 16, 1945, the United States set off the world's first atomic explosion.

Since that date in 1945, the United States of America has conducted 42 test explosions.

against surprise attacks. Although a spirit of cooperation was evident, no agreement was reached. Finally, on March 2, 1956, Eisenhower made a formal proposal to Soviet Premier Nikolai Bulganin. Stating that, "My ultimate hope is that all production of fissionable materials anywhere in the world will be devoted exclusively to peaceful purposes," Eisenhower repeated his proposal for an Open Skies inspection system with on-site inspection teams to observe military establishments and for the abandonment of fissionable materials used to make bombs. Bulganin refused the proposal.

Eisenhower's bold efforts to halt nuclear buildup and redirect the momentum toward peaceful pursuits were disappointingly unsuccessful.

Note: If you would like to receive the remaining pages of this document, contact the Education Branch and we will send them to you.

Teaching Suggestions

1. Introduce the document using the background information given. Provide students with a copy of the speech excerpt and ask them to read it and underline the key words and phrases. Compile this list on the chalkboard and discuss with your students the meanings, the connotations, and the intellectual and emotional effects of these key words and phrases.

2. Ask the students to explain the reaction of the UN audience and the response of the Soviets. Then ask them to find out how Eisenhower's UN proposal and response compares to Gorbachev's 1986 Reykjavik proposal and response in a reverse situation.

3. Direct students to compile data on the nuclear buildup in the United States today and compare it with the data given by Eisenhower in the speech. Ask them to also add names to Eisenhower's list of governments with nuclear capability. Ask them what proposals they would like the current President to make to the United Nations or to the Soviets and other principal powers.

4. Ask students to collect recent news stories on the effects of peaceful uses of nuclear energy. Discuss with them the advantages and disadvantages of such uses of nuclear power. They might translate their responses into cartoons, editorials, petitions, or posters.

5. Using information in the textbooks and other resources available, ask the students to trace and then record on a time line

Atomic bombs today are more than 25 times as powerful as the weapons with which the atomic age dawned, while hydrogen weapons are in the ranges of millions of tons of TNT equivalent.

Today, the United States' stockpile of atomic weapons, which, of course, increases daily, exceeds by many times the explosive equivalent of the total of all bombs and all shells that came from every plane and every gun in every theatre of war in all of the years of World War II.

A single air group, whether afloat or land-based, can now deliver to any reachable target a destructive cargo exceeding in power all the bombs that fell on Britain in all of World War II.

In size and variety, the development of atomic weapons has been no less remarkable. The development has been such that atomic weapons have virtually achieved conventional status within our armed services. In the United States, the Army, the Navy, the Air Force, and the Marine Corps are all capable of putting this weapon to military use.

But the dread secret, and the fearful engines of atomic might, are not ours alone.

In the first place, the secret is possessed by our friends and allies, Great Britain and Canada, whose scientific genius made a tremendous contribution to our original discoveries, and the designs of atomic bombs.

The secret is also known by the Soviet Union.

The Soviet Union has informed us that, over recent

years, it has devoted extensive resources to atomic weapons. During this period, the Soviet Union has exploded a series of atomic devices, including at least one involving thermo-nuclear reactions.

No Monopoly of Atomic Power

If at one time the United States possessed what might have been called a monopoly of atomic power, that monopoly ceased to exist several years ago. Therefore, although our earlier start has permitted us to accumulate what is today a great quantitative advantage, the atomic realities of today comprehend two facts of even greater significance.

First, the knowledge now possessed by several nations will eventually be shared by others—possibly all others.

Second, even a vast superiority in numbers of weapons, and a consequent capability of devastating retaliation, is no preventive, of itself, against the fearful material damage and toll of human lives that would be inflicted by surprise aggression.

The free world, at least dimly aware of these facts, has naturally embarked on a large program of warning and defense systems. That program will be accelerated and expanded.

But let no one think that the expenditure of vast sums for weapons and systems of defense can guarantee absolute safety for the cities and citizens of any nation. The

BEST COPY AVAILABLE

the events and personalities of atomic military buildup from Truman to the Test Ban Treaty of 1963.

6. Pair the students and ask them to imagine aloud what the world might be like today if the Soviets had accepted Eisenhower's Atoms for Peace proposal. Allow time for the pairs to share their ideas with the rest of the class.

7. Eisenhower's "Atoms for Peace" program provoked considerable controversy. Many people looked upon the proposal as a major blunder because the program would spread worldwide, inevitably to unstable regions, the means for producing nuclear weapons. In retrospect, the intent to rely extensively on nuclear power, with its attendant problems of reactor safety and radioactive waste disposal, is also alarming. Ask one or two good students to research the controversy and report on it orally, critiquing the ramifications for both offensive and peaceful uses of nuclear power. Issues deserving attention include

- the development of nuclear weapons in the Third World, such as in India;
- the availability of technology and fissionable materials to terrorists; and
- the increased probability of reactor accidents such as those at Three Mile Island and Chernobyl.

Jean West Mueller and Wynell Burroughs Schamel, education specialists at the Education Branch, National Archives and Records Administration, serve as editors for "Teaching with Documents," a regular department of Social Education. You may reproduce the documents shown here in any quantity. For more information on teaching materials, workshops, and other training programs, write Education Branch, NARA, Washington, DC 20408, or phone (202) 724-0454.

awful arithmetic of the atomic bomb does not permit of any such easy solution. Even against the most powerful defense, an aggressor in possession of the effective minimum number of atomic bombs for a surprise attack could probably place a sufficient number of his bombs on the chosen targets to cause hideous damage.

Should such an atomic attack be launched against the United States, our reactions would be swift and resolute. But for me to say that the defense capabilities of the United States are such that they could inflict terrible losses upon an aggressor—for me to say that the retaliation capabilities of the United States are so great that such an aggressor's land would be laid waste—all this, while fact, is not the true expression of the purpose and the hope of the United States.

To pause there would be to confirm the hopeless finality of a belief that two atomic colossi are doomed malevolently to eye each other indefinitely across a trembling world. To stop there would be to accept helplessly the probability of civilization destroyed—the annihilation of the irreplaceable heritage of mankind handed down to us generation from generation—and the condemnation of mankind to begin all over again the age-old struggle upward from savagery toward decency, and right, and justice.

Surely no sane member of the human race could discover victory in such desolation. Could anyone wish his name to be coupled by history with such human degradation and destruction.

6

Occasional pages of history do record the faces of the "Great Destroyers" but the whole book of history reveals mankind's never-ending quest for peace, and mankind's God-given capacity to build.

It is with the book of history, and not with isolated pages, that the United States will ever wish to be identified. My country wants to be constructive, not destructive. It wants agreements, not wars, among nations. It wants itself to live in freedom, and in the confidence that the people of every other nation enjoy equally the right of choosing their own way of life.

No Idle Words or Shallow Visions

So my country's purpose is to help us move out of the dark chamber of horrors into the light, to find a way by which the minds of men, the hopes of men, the souls of men everywhere, can move forward toward peace and happiness and well being.

In this quest, I know that we must not lack patience.

I know that in a world divided, such as ours today, salvation cannot be attained by one dramatic act.

I know that many steps will have to be taken over many months before the world can look at itself one day and truly realize that a new climate of mutually peaceful confidence is abroad in the world.

But I know, above all else, that we must start to take these steps—NOW.

7